

MUSIC

- Use simple notation to start composing own tunes with a 4/4 time signature
- Include quavers, crotchets, minims and semi-breves in their compositions

FRENCH

- Do you have a pet?
- Ask and answer questions in conversational French about pets

DT

- Food – Caribbean Fruit Cocktails
Create a smoothie which we can serve at our Christmas party
- **P.E.**
- Hockey, Dance
- Apply basic defensive positions in a game.
- Dribble and shoot with accuracy.
- To be able to perform a non-locomotor movement.

ENGLISH

- Identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.
- Talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text.
- Ask questions to confirm what I already know.
- Use skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.
- Compare and contrast the styles of different writers and provide examples.
- Confidently read unknown words with prefixes and suffixes and begin to make connections between words.
- Understand the motives of characters.
- Spell many words with silent letters.
- Draft and write by selecting appropriate grammar.
- Understand how the passive affects the presentation of information.
- Identify the difference between formal and informal speech.

MATHS

Number – Fractions

- Counting in fractional steps
- Recognising fractions
- Comparing fractions compare and order fractions, including fractions > 1
- Calculating fractions use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- Problem solving

Measurement

- Comparing and Estimating
- Measuring and Calculating
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres

Life Skills– Safe Relationships

- Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- Know how to ask for, give and not give permission for physical contact
- Understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- To recognise that everyone should be treated equally



Year 5 and 6 Term 2 2025 'The Maya'

SCIENCE – Electricity

- Make electric circuits and demonstrate how variation in the working of particular components.
- Draw circuit diagrams of a range of simple series circuits using recognised symbols.
- Incorporate a switch into a circuit to turn it on and off.
- Devise ways to measure brightness of bulbs, speed of motors, volume of a buzzer during a fair test
- Predict results and answer questions by drawing on evidence gathered.

COMPUTING Creating Media

- Identify digital devices that can record video
- Use a storyboard
- Capture video using a range of techniques
- Identify that video can be improved through reshooting and editing

WORKING WITH OTHERS: Teamwork

- Communication
- Problem solving
- Random Grouping

HISTORY The Maya

- Know when the Mayas existed in relation to other civilisations
- Know that the Maya civilisation was not an empire – to know each city-state had its own king and it was an absolute monarchy
- Know that physical geography drove different farming methods
- Know that the Maya developed a number system; to know that they were the first civilisation to recognise.

RE: Worldviews

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging